



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 10281203
SAU: Calais School Department
School: Calais Middle/high School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

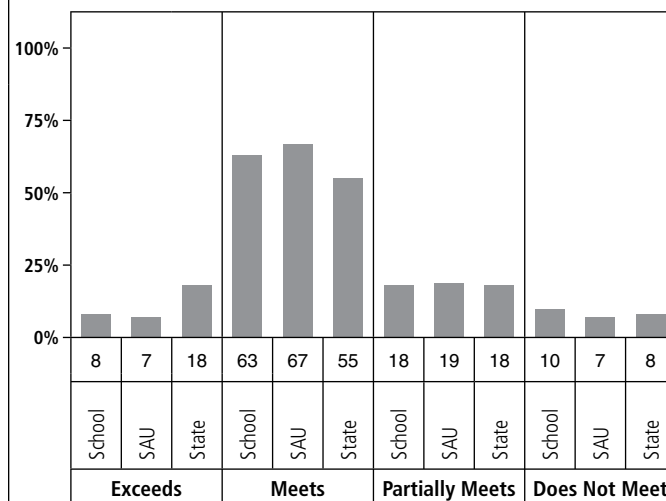
SAU: Calais School Department

School: Calais Middle/high School

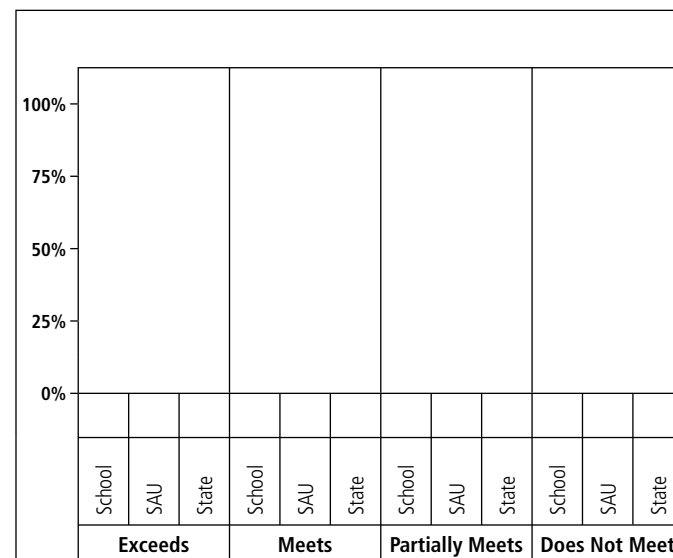
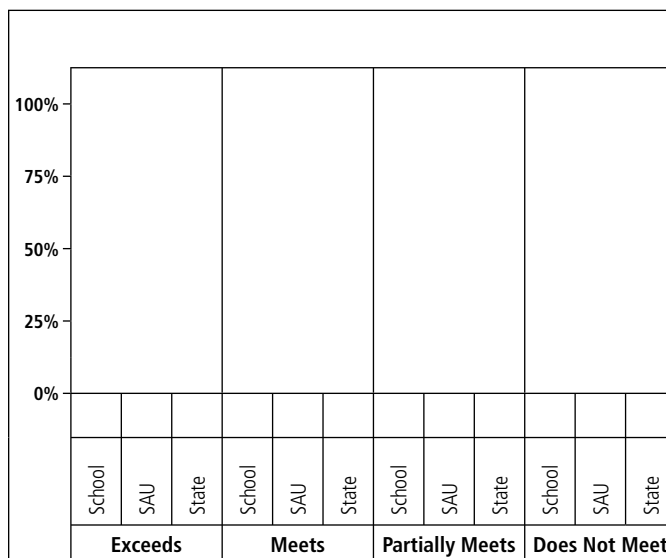
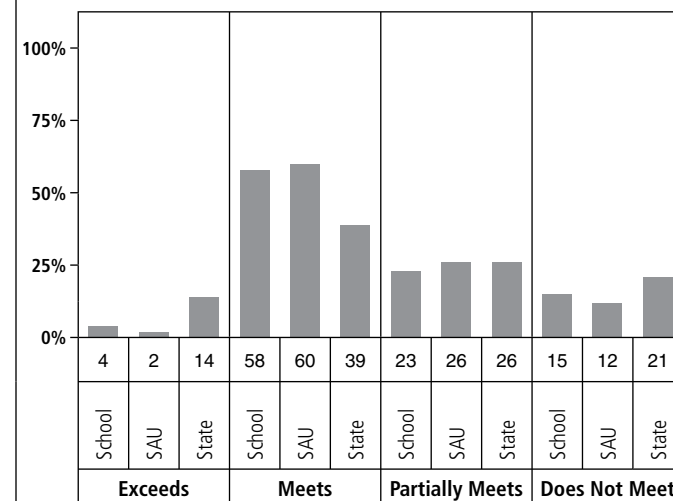
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	734	734	745
2006–2007	744	745	748
2007–2008	747	747	750
Cum. Avg. *	742	742	748
Mathematics			
2005–2006	732	731	740
2006–2007	739	740	742
2007–2008	745	745	743
Cum. Avg. *	739	739	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 7

SAU: Calais School Department

School: Calais Middle/high School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	49	100	43	100	14818	100	49	100	43	100	14698	99	48	98	43	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	2	4	1	2	113	1	2	100	1	100	112	99	2	100	1	100	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	1	2	1	2	178	1	1	100	1	100	176	99	1	100	1	100	177	100												
Caucasian/White	46	94	41	95	13927	94	46	100	41	100	13825	99	45	98	41	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	10	20	7	16	2556	17	10	100	7	100	2508	99	9	90	7	100	2497	98												
Current LEP	1	2	0	0	363	2	1	100	0	0	352	97	1	100	0	0	360	99												
Economically disadvantaged	26	53	23	53	5461	37	26	100	23	100	5408	99	25	96	23	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	44	90	39	91	12195	82	44	90	39	91	12215	82												
Identified disability (PET/IEP)	6	14	4	10	418	3	6	14	4	10	421	3												
LEP	1	2	0	0	183	2	1	2	0	0	183	1												
504 plan	1	2	1	3	181	1	1	2	1	3	182	1												
Participation with accommodations	5	10	4	9	2320	16	4	8	4	9	2303	16												
Identified disability (PET/IEP)	4	80	3	75	1912	82	3	75	3	75	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	1	20	1	25	244	11	1	25	1	25	226	10												
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	0	0	0	0	93	1	1	2	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: Calais School Department
School: Calais Middle/high School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	1	2	1	2	1769	11
	2006-2007	4	9	3	8	2630	18
	2007-2008	4	8	3	7	2604	18
	Cum. Total*	9	7	7	6	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	17	40	17	40	7521	49
	2006-2007	21	48	19	49	7605	51
	2007-2008	31	63	29	67	8049	55
	Cum. Total*	69	51	65	52	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	10	23	9	21	3773	24
	2006-2007	10	23	10	26	3000	20
	2007-2008	9	18	8	19	2672	18
	Cum. Total*	29	21	27	22	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	15	35	15	36	2399	16
	2006-2007	9	20	7	18	1620	11
	2007-2008	5	10	3	7	1190	8
	Cum. Total*	29	21	25	20	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.5	59.8	34.1	60.9	35.3	63.0
Literary Text	28	50	16.2	57.9	16.3	58.2	17.3	61.8
Informational Text	28	50	17.3	61.8	17.8	63.6	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: Calais School Department

School: Calais Middle/high School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	49	4	8	31	63	9	18	5	10	747	43	7	67	19	7	747	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	2										1						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	46	4	9	30	65	8	17	4	9	747	41	7	68	17	7	748	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	10	1	10	2	20	2	20	5	50	734	7	14	29	14	43	737	2330	2	30	36	32	735
No	39	3	8	29	74	7	18	0	0	750	36	6	75	19	0	749	12185	21	60	15	4	753
Current LEP																						
Yes	1										0						342	8	46	22	24	741
No	48	4	8	31	65	9	19	4	8	747	43	7	67	19	7	747	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	26	1	4	14	54	6	23	5	19	742	23	4	61	22	13	744	5299	9	51	26	14	745
No	23	3	13	17	74	3	13	0	0	752	20	10	75	15	0	751	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	49	4	8	31	63	9	18	5	10	747	43	7	67	19	7	747	14514	18	55	18	8	750
Gender																						
Female	21	3	14	17	81	1	5	0	0	754	19	11	84	5	0	753	7084	24	55	15	6	752
Male	28	1	4	14	50	8	29	5	18	742	24	4	54	29	13	743	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	49	4	8	31	63	9	18	5	10	747	43	7	67	19	7	747	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	49	4	8	31	63	9	18	5	10	747	43	7	67	19	7	747	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: Calais School Department

School: Calais Middle/high School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	18	0	0	3	33	2	22	4	44	733	14	0	50	17	33	736	6	9	42	24	25	741
B. less than one hour	33	0	0	10	63	5	31	1	6	745	37	0	63	31	6	745	50	17	56	19	8	750
C. one to two hours	47	4	17	18	78	1	4	0	0	754	47	15	80	5	0	753	40	20	58	16	6	752
D. more than two hours	2	0	0	0	0	1	100	0	0	734	2	0	0	100	0	734	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	2	13	9	56	2	13	3	19	745	33	7	64	14	14	746	36	24	58	14	5	753
B. They match some of what I have learned.	41	1	5	14	70	3	15	2	10	746	42	6	72	17	6	747	50	16	58	19	8	749
C. They match just a little of what I have learned.	16	1	13	4	50	3	38	0	0	749	16	14	43	43	0	749	11	13	45	26	16	745
D. There is no match.	10	0	0	4	80	1	20	0	0	750	9	0	100	0	0	752	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	3	20	9	60	1	7	2	13	750	30	23	62	8	8	751	28	35	52	9	5	756
B. good	55	1	4	18	67	5	19	3	11	745	56	0	71	21	8	745	52	15	60	18	7	750
C. fair	10	0	0	3	60	2	40	0	0	747	12	0	60	40	0	747	18	3	49	33	15	742
D. poor	4	0	0	1	50	1	50	0	0	747	2	0	100	0	0	754	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	18	1	11	3	33	2	22	3	33	740	14	17	33	17	33	741	16	13	48	23	16	745
B. about the same as my regular schoolwork	49	2	8	16	67	4	17	2	8	748	51	5	73	18	5	748	65	18	57	18	7	750
C. easier than my regular schoolwork	33	1	6	12	75	3	19	0	0	749	35	7	73	20	0	748	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	1	33	1	33	1	33	740	5	0	50	0	50	740	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	49	3	13	11	46	6	25	4	17	744	47	10	50	30	10	745	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	45	1	5	19	86	2	9	0	0	750	49	5	86	10	0	750	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	35	3	18	10	59	3	18	1	6	750	37	13	63	19	6	749	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	57	1	4	20	71	4	14	3	11	746	56	4	75	13	8	747	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	25	2	50	1	25	739	7	0	33	67	0	745	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	29	1	7	10	71	2	14	1	7	747	30	0	77	15	8	746	17	25	57	13	6	753
B. 20 minutes to an hour	33	1	6	10	63	4	25	1	6	747	35	7	60	27	7	746	45	22	56	16	6	752
C. less than 20 minutes	6	0	0	2	67	1	33	0	0	746	7	0	67	33	0	746	13	14	56	21	9	748
D. I rarely read at home.	33	2	13	9	56	2	13	3	19	747	28	17	67	8	8	751	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 7

SAU: Calais School Department

School: Calais Middle/high School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	1	2	1	2	1646	11
	2006-2007	4	9	3	8	2142	14
	2007-2008	2	4	1	2	2028	14
	Cum. Total*	7	5	5	4	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	14	33	13	31	5497	36
	2006-2007	17	39	17	44	5642	38
	2007-2008	28	58	26	60	5703	39
	Cum. Total*	59	44	56	45	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	12	28	12	29	4514	29
	2006-2007	10	23	9	23	4077	27
	2007-2008	11	23	11	26	3733	26
	Cum. Total*	33	24	32	26	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	16	37	16	38	3797	25
	2006-2007	13	30	10	26	3001	20
	2007-2008	7	15	5	12	3054	21
	Cum. Total*	36	27	31	25	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.8	55.0	8.8	55.0	8.8	55.0
Cluster 2: Shape and Size	14	25	5.6	40.0	5.7	40.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.7	46.3	3.7	46.3	3.5	43.8
Cluster 4: Patterns	18	32	8.6	47.8	8.7	48.3	7.9	43.9

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: Calais School Department

School: Calais Middle/high School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	48	2	4	28	58	11	23	7	15	745	43	2	60	26	12	745	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	2										1						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	45	2	4	27	60	10	22	6	13	746	41	2	61	24	12	745	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	2	22	5	56	730	7	0	29	29	43	734	2321	2	16	26	55	727
No	39	2	5	26	67	9	23	2	5	748	36	3	67	25	6	747	12197	16	44	26	15	746
Current LEP																						
Yes	1										0						356	7	23	24	45	731
No	47	2	4	28	60	11	23	6	13	745	43	2	60	26	12	745	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	25	0	0	11	44	8	32	6	24	739	23	0	48	35	17	741	5301	5	31	31	33	736
No	23	2	9	17	74	3	13	1	4	751	20	5	75	15	5	750	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	48	2	4	28	58	11	23	7	15	745	43	2	60	26	12	745	14517	14	39	26	21	743
Gender																						
Female	21	1	5	14	67	5	24	1	5	748	19	5	63	26	5	747	7086	14	40	26	20	743
Male	27	1	4	14	52	6	22	6	22	742	24	0	58	25	17	743	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	48	2	4	28	58	11	23	7	15	745	43	2	60	26	12	745	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	48	2	4	28	58	11	23	7	15	745	43	2	60	26	12	745	13943	12	40	27	22	742

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: Calais School Department

School: Calais Middle/high School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	17	0	0	2	25	2	25	4	50	731	14	0	33	33	33	735	6	7	29	26	37	734
B. less than one hour	33	0	0	10	63	4	25	2	13	744	37	0	63	25	13	744	50	13	39	26	22	742
C. one to two hours	48	2	9	16	70	4	17	1	4	751	47	5	70	20	5	750	40	15	42	26	17	744
D. more than two hours	2	0	0	0	0	1	100	0	0	732	2	0	0	100	0	732	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	0	0	10	56	6	33	2	11	743	42	0	56	33	11	743	32	21	40	23	16	747
B. They match some of what I have learned.	46	2	9	14	64	2	9	4	18	746	44	5	68	11	16	747	50	12	42	27	19	743
C. They match just a little of what I have learned.	13	0	0	4	67	2	33	0	0	747	12	0	60	40	0	747	15	7	32	31	30	737
D. There is no match.	4	0	0	0	0	1	50	1	50	732	2	0	0	100	0	738	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	1	8	8	62	2	15	2	15	747	30	8	62	15	15	747	25	34	42	13	11	753
B. good	44	0	0	14	67	4	19	3	14	744	44	0	68	21	11	746	47	10	45	27	18	743
C. fair	19	1	11	5	56	3	33	0	0	748	16	0	57	43	0	744	23	3	30	36	32	735
D. poor	10	0	0	1	20	2	40	2	40	733	9	0	25	50	25	735	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	38	0	0	9	50	6	33	3	17	743	37	0	50	38	13	744	36	6	38	29	27	738
B. about the same as my regular schoolwork	56	2	7	16	59	5	19	4	15	744	56	4	63	21	13	745	53	13	42	27	18	744
C. easier than my regular schoolwork	6	0	0	3	100	0	0	0	0	757	7	0	100	0	0	757	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	1	5	12	55	4	18	5	23	742	47	5	50	20	25	741	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	54	1	4	16	62	7	27	2	8	747	53	0	70	30	0	749	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	23	1	9	8	73	1	9	1	9	749	21	0	78	11	11	748	9	15	37	25	23	742
B. two or three days a week	15	0	0	5	71	2	29	0	0	751	16	0	71	29	0	751	20	13	41	26	20	743
C. two or three times each month	23	1	9	6	55	3	27	1	9	746	26	9	55	27	9	746	30	15	40	27	18	744
D. never or almost never	40	0	0	9	47	5	26	5	26	739	37	0	50	31	19	740	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	738	2	0	0	100	0	738	20	17	39	23	22	744
B. two or three days a week	25	2	17	4	33	4	33	2	17	743	26	9	36	36	18	741	29	16	40	25	19	744
C. two or three times a month	46	0	0	19	86	2	9	1	5	751	44	0	89	11	0	752	26	13	40	28	20	743
D. never or almost never	27	0	0	5	38	4	31	4	31	735	28	0	42	33	25	738	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	2	50	1	25	1	25	739	7	0	67	33	0	743	8	7	32	26	35	736
B. 30–45 minutes	26	0	0	6	50	3	25	3	25	739	24	0	50	30	20	741	41	12	38	27	23	741
C. 45–60 minutes	23	0	0	7	64	3	27	1	9	747	26	0	64	27	9	747	41	17	42	24	16	745
D. more than 60 minutes	43	2	10	12	60	4	20	2	10	748	43	6	61	22	11	746	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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